

I observed the same first grade class two days in a row for five hours total. Within this time frame there were numerous teacher-student interactions and student-student interactions. Almost all of the teacher-student interactions that I witnessed were positive interactions. The teacher did a great job at staying positive and upbeat even if a child was misbehaving.

I witnessed teacher-student interaction during; the student's afternoon circle time, one-on-one reading, story time, writing time, and math time. During the students daily afternoon circle time the teacher would interact with the students by asking them what month it was, what day of the week it was, and what day of the month it was. Then the teacher and the students sang a song for the months, and another song for the days of the week. The teacher and students also counted out loud until they reached the correct date. The teacher did a great job during this time conveying to the students that each of them was important by treating them all equally. I noticed this a lot when the students started to raise their hands with questions. The teacher did a great job with either telling the students they were in the middle of the lesson and to please remember their questions for afterwards, or she would patiently sit and listen to each student's question. She did not pick a few students to ask their questions and ignore the rest. It was either all of them, but a turn or none of them. This is a great way to help each student feel like they are just as important as all of the other students, it does not single out one student as being special for being able to ask their question, or single out any one student for being un-special because they didn't get to ask their question.

Another teacher-student interaction that I witnessed took place during the individual writing time. The teacher asked each student to sit quietly and think of something fun or special that they had recently in their lives, and then she asked them to go sit in their "special spot" and write her a story about it. This allows the teacher to learn more about each child's life and what they enjoy to do. Student-teacher interactions also took place during one-on-one reading time with the teacher. The teacher would get a group of 5 students together and sit at a half-moon shaped table and hand out a short story book that they were going to focus on that day. She would talk about what the book was about and then she would send the students to sit somewhere quiet and read the story to themselves until she called them up. Then she would individually call each student to the table and ask them to read the story to her. This allowed the teacher to focus on each student's individual reading level, and as they read to her she would jot down notes in her binder on how they did that day. She would do this with each student in that group and then she would call another group of five students to the table.

During the story time the teacher would interact with the students by having them repeat the title of the book and the name of the author. Then throughout the book she would relate what the author was talking about to the students lives or to previous books that they had read. This method allowed the students to understand better what was going on in the story. The teacher would also answer questions about the story. The students also had stories of their own to share that sometimes related to the story and sometimes did not. But the teacher always responded with "Thank you for sharing that was a great story." At the first grade age the students